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SYLLABUS

OF

Regulations, Courses of Study and Examinations

OF THE

mn Model Schools

AT

Cornwall, Kingston, Orillia, and Renfrew

SESSION, 1922

RINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO.

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Ministry of Education, Ontario
Historical Collection

THE AUTUMN MODEL SCHOOLS OF ONTARIO

1922

Circular No. 4

LOCATION

1. The Autumn Model Schools are situated at Cornwall, Kingston, Orillia, and Renfrew.

PURPOSE

2. The purpose of the Autumn Model Schools, including the Public Schools affiliated for Observation and Practice-teaching by the teachers-in-training, is to prepare candidates for certificates of the Third Class, by training them in the theory and the art of organizing, governing, and instructing the pupils in Forms I-IV of the Public and the Separate Schools; and to improve the general culture of such candidates, and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of such schools.

SESSION

3.—(1) The session of the Autumn Model Schools will begin on Monday, the 21st day of August, and end on Friday, the 22nd day of December, 1922.

(2) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

CONDITIONS OF ADMISSION

4. The qualifications for admission to an Autumn Model School are as follows:—

(1) A certificate that the applicant has passed the examination for Entrance into the Model Schools, or certificates that he has passed the following subjects of the Lower School course—English Literature, English Composition, English Grammar, Canadian History and Civics Geography, Physiography, Arithmetic, Algebra, Geometry, Art, Botany, and Zoology.

Agriculture and Horticulture (two papers) may be substituted for Botany and Zoology.

NOTE.—Candidates who have failed at the Middle School examination, but have passed the Lower School examinations required for Entrance into the Normal Schools may, on application to the Minister, be granted admission to a Model School, provided they have obtained a minimum of forty per cent. on each of the following subjects:—English Literature, English Composition, Algebra, Geometry.

(2) The following documents, on official forms to be supplied to him on application to the Deputy Minister:—

(*a*) A statement signed by himself that he applies for admission to an Autumn Model School with the intention of teaching at the earliest opportunity.

(b) An agreement that if successful in obtaining a teacher's certificate he will teach thereon in the Provincial Schools of Ontario for which his certificate is valid for at least the first year of his subsequent teaching experience.

Note.—A violation of this agreement renders the certificate invalid.

(*c*) A certificate from competent authority that he is a British subject and either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact that the applicant will be at least eighteen years of age on or before December 31st, 1922.

(*d*) A certificate from a clergyman, or other competent authority that he is of good moral character.

(*e*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and—

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the Public and Separate School Courses of Study.

(3) The Department of Education will pay all teachers-in-training, whose ordinary place of abode is in Ontario the excess over $3.00 of their actual travelling expenses going to the School and returning to their homes at the close of the Session. The foregoing allowances will be paid on the requisition of the Principal of the School.

APPLICATION FOR ADMISSION

5. Application for admission, accompanied by the documents prescribed in 4 (2), shall be made to the Deputy Minister not later than August 10th, on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to a Model School, and, without this card, he will not be admitted.

DUTIES OF PRINCIPALS AND ASSISTANTS

6.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and of the teachers-in-training, and shall be responsible for the efficiency of the Model School.

(2) The members of the staff of each affiliated school shall be subject to the authority of the Principal of the Model School.

(3) When, notwithstanding the certificate prescribed in Regulation 4 (2) (*e*), a teacher-in-training is reported to the Minister by the Principal

as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(4) The Principal shall dismiss at any time during the session from further attendance at the Model School teachers-in-training whose class work, in his judgment, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

7.—(1) Teachers-in-training shall board and lodge only at such places as are approved by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(3) Teachers-in-training who absent themselves from attendance must present, to the Principal, satisfactory reasons for their absence, and, failing in this, shall not be re-admitted.

Note.— Before entering, all applicants are required to review carefully the text-books prescribed for the Public and Separate Schools and the work of the Lower School of the High Schools so far as it bears on these courses.

TEXT-BOOKS

8.—(1) Teachers-in-training must provide themselves with copies of the following:—

The Text-books prescribed for the Public and Separate Schools. (See Public and Separate School Regulations.)

Syllabus of Physical Exercises for the Public Schools. The Copp, Clark Co., Toronto.

The Educational Music Course. The Canada Publishing Co., Toronto.

Ontario Normal School Manuals: *The Science of Education* and *School Management.*

NOTE.—The names of the publishers or publishers' agents are given above. Usually, however, the books may be obtained from a local bookseller.

(2) In addition to the foregoing, each teacher-in-training shall be provided with the following, which will be supplied free on application to the Principal:

The Regulations and courses of Study of the Public and Separate Schools.

The Ontario Public School Manuals.

LITERARY SOCIETY

9. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. All the teachers-

in-training shall become members of this Society and shall attend the meetings regularly. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programmes for the meeting should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

PROGRAMME OF STUDIES

General

10.—The courses of study for teachers-in-training shall consist of the following:

(*a*) A review, as far as time will permit, of the Public and Separate School Courses, and of the subjects prescribed for admission into the Model Schools, so far as they bear directly on such courses, from the standpoint of pedagogy and of the requirements of the Public and Separate Schools.

(*b*) Special instruction in Reading, Writing, Art, Vocal Music, Physical Culture, and Hygiene.

(*c*) The Science of Education, School Management and Special Methodology.

The academic review and the special Methodology of each subject should, as far as possible, be taken up concurrently.

(*d*) Supervised Observation in the affiliated Public Schools.

(*e*) Supervised Practice-teaching in the affiliated Public Schools.

ORGANIZATION OF THE COURSES

Introductory

11.—(1) In the first three weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) As far as practicable, a review in the forenoon of the following subjects of the Public and Separate School Course, as set forth in the text-books and the manuals, with a discussion of the functional value in Education of the different subjects of the Courses of the Public and Separate Schools:

Reading, Literature, Grammar, Oral and Written Composition, Geography, History, Writing, Arithmetic, Vocal Music, Art, and Nature Study.

(*b*) A course in the afternoon in the prime essentials of School Management, and the following topics of the Science of Education: Aim of Education, Education, General Method.

(2) Half of each day of the fourth week shall be spent in a course of observation of the work done by the teachers in the different forms of the affiliated school, under the supervision of the Principal, who shall each day discuss the results of such observation with the other members of the staff and the teachers-in-training.

General

12. After the completion of the Introductory Course:—

(1) The course in the Science of Education and the course in School Management should each be taken up three hours a week until finished; and,

(2) For each of the following subjects the minimum number of hours shall, as nearly as practicable, be as follows:—

The Science of Education, 20; School Management, 24; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 12; Hygiene, 6; Art, 15; Vocal Music, 10; Physical Training, 10; Writing, 12; Manners, 4;

NOTE 1.—School Law and the Regulations should be taken up towards the close of the course.

NOTE 2.—To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in contents, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and to its natural relations, and to the logical development of the courses and to their relative functional value in the pedagogy of the school course of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(3) Supervised by the members of the staff the minimum number of Observation lessons shall be 20 and of Practice-teaching lessons, 20, but these numbers shall be increased to meet the necessities of individual cases.

DETAILS OF THE COURSES

Observation and Practice-Teaching

13.—(1) (*a*) The Introductory Courses provided for in Regulation 11 (1) and (2) shall be followed by systematic Observation and Practice-teaching as set forth in 12 (3) above.

(*b*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the affiliated Public School.

(*c*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(*d*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(*e*) The necessary applications of the Science of Education and of Methodology shall be made systematically by the Model School Staff in

connection with the Observation Lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(2) (*a*) Lessons for Observation by the students shall be taught by the Principal of the Model School, and by the teachers of the affiliated school in accordance with the regular programme of such school.

(*b*) Before teaching an Observation lesson, the Principal of the Model School, or the Principal of the Public School, or the Model School Assistant, as the case may be, who presents the lesson, should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with the previous work of the class.

(*c*) Teachers-in-training shall be notified by the grade teacher through the Principal of the Model School, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the grade teacher concerned. The Principal of the Model School shall as often as practicable take part in such discussion.

(3) (*a*) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(4) (*a*) Concerted work on the part of the teachers in the Model School and the affiliated Public School shall be secured by frequent conferences.

(*b*) Especially at the beginning of the session the Principal and other members of the staff shall discuss together the subjects of General Method and Child Study as set forth in Regulation 14 below, and shall arrange the work for Observation and Practice-teaching so as to secure as far as practicable uniformity of procedure.

Science of Education

14. *The object of the course in the Science of Education is to give the teacher-in-training a knowledge of the general principles underlying the art of teaching so that he may be able to ascertain the value of various methods and select the best and most suitable.*

The course, which shall be as practical as possible, includes the following topics:

Aim of Education: Examination of the chief current definitions of Education; relation of aim to procedure in Education.

Education: Nature of Education; significance of experience; the learning process; function of the instructor; the school curriculum; eductional institutions: school, church, home, vocation, etc.

General Method: Analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types: developing lesson types; the study lesson; the recitation lesson; the drill lesson; the review lesson; the art of questioning.

Psychology: Nature of consciousness; mind and body; instinct, curiosity, imitation, play, habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning.

Child Study: Periods of development: infancy, childhood, adolescence; characteristics of each period.

NOTE.—The foregoing course should be taken up in a simple manner with directions by the teacher of the subject as to the sections in the manual that are of most importance to the teacher-in-training at this stage.

BOOK OF REFERENCE:—

Ontario Normal School Manual: *The Science of Education.*

School Management

15. The object of the course in School Management is to give the teacher-in-training, in the light of the Science of Education, a knowledge of the technique of school management, which will enable him to secure the smooth and efficient working of his school.

The course includes the following topics:

Meaning and Aims of School Management: Aims and scope of organization; the end of good management; relation of management to the teaching process.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and cause of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

The Modern School: The building; the class rooms; the playground; the equipment; the relation of teacher and pupils, of school and home, of the school to the community.

Organization: The aim and scope of organization; the grading and the classification of pupils; the promotion of pupils.

The First Day in School: The teacher's work and attitude on the first day in school.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; incentives; methods of dealing with weaknesses and offences, penalties.

Problems and Results: Tests of attainment; tests of mentality; results of good management.

School Law and the Regulations: The Ontario Schools Acts and the Regulations in so far as they deal with the duties and obligations of teachers and pupils.

NOTE.—The following should be added to the course on School Management:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the grants; other matter directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Management.*

Ontario Schools Acts.

Regulations and Courses of Study of the Public and Separate Schools.

Special Methodology

16. *The object of the courses in Special Methodology is to prepare the teacher-in-training for teaching in all grades of the schools, by showing him how to apply the principles of general method to the work in each subject.*

The course in the Special Methodology of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons shall be followed by a series of a more detailed character, dealing with:

(1) *The selection and the organization of the subject matter for the school forms, taken in order, from the standpoint of presentation to the pupil.*

(2) *The discussion of methods of teaching, including typical lesson plans, accompanied by an academic review of the Public and Separate School courses.*

(3) *The courses shall be taken up in terms of the Public and Separate School courses of studies, the provisions of which shall be constantly kept in mind.*

BOOKS OF REFERENCE:—

Kennedy: Fundamentals in Method in Elementary Schools.
Chubb: Teaching of English.
Hodge: Nature Study and Life.
Geikie: Teaching of Geography.
Arlo Bates: Talks on the Teaching of Literature.
Annandale: The Concise Imperial Dictionary.
Ontario Public School Manuals.

Reading

(1) *The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.*

The course includes the following topics:—

Introductory: The correlation of reading with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods: The word, sentence, phonic and combination methods; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature; the value and use of supplementary readers and supplementary reading.

BOOKS OF REFERENCE:—

Ontario Public School Manual: *Primary Reading.*
Ontario Readers, Books II, III and IV.

Spelling

(2) *The special object of the course in Spelling is, to show the teacher-in-training how best to familiarize his pupils with the forms of written words approved by the best usage.*

The course includes the following topics:—

Introductory: The correlation of spelling with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules.

Principles of selection of material; grouping of words; incidental spelling uses of the dictionary and of the spelling-book.

Book of Reference:—

Ontario Public School Manual; *Composition and Spelling.*

Composition

(3) *The special object of the course in Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.*

The course includes the following topics:—

Introductory: The relation of oral and written composition; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods: Methods of encouraging the puipl's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected with such criticism and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms of speech; methods of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Sentence and paragraph structure; paragraph compositions; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the

reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experience, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents; themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Books of Reference:—

Ontario Public School Manual: *Composition and Spelling.*
Bates: Talks on the Writing of English.

Literature

(4) *The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling in language.*

The course includes the following topics:—

Introductory: Special importance of the teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

Methods: The application of the principles of general method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature: the importance of the teacher's own ability to read well.

Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole; the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of work for pupils in the highest grades; complete wholes *versus* extracts.

Difficulties of examining in literature; specimen examination questions.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of the school library; means of securing the co-operation of the home in the pupil's reading.

NOTE—The necessary particulars as to books suitable for supplementary reading may be found in the Catalogue of Books recommended for Public and Separate School Libraries.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Literature.*

Grammar

(5) *The special object of the course in Grammar is to prepare the teacher-in-training to give his pupils a basis for self-criticism in language by developing the principles of language structure and to train them in habits of logical analysis.*

The course includes the following topics:—

Introductory: The meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for deferring the formal study till Form IV.

Methods: The sentence as the starting point. order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax; their value; use of grammatical terminology; definitions, their value, how definitions are obtained; how they are to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises, treatment of false syntax; its relation to composition.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Grammar.*

History

(6) *The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, to develop a love of high ideals, and to enable them to appreciate casual relations in the march of events.*

The course includes the following topics:—

Introductory: The scope of history; the correlation of history with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important; the class academic review to deal with the most important features.

Methods: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque

side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage: the study of casual relations and of the origin, development, and inner life of our insitutions.

The recitation, its form and purposes; the place of oral teaching and of black-board work by teacher, and of written exercises at seat and at blackboard by pupils; oral and written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions for pupils of higher grades.

The relation of epochs to biography; systematic chronological study of history, its value and its dangers; the casual sequence of events.

Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutons as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc.; study of present forms of civic institutions.

The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades; significance and value of our Flag. The causes and significance of the Great War.

Book of Reference:—

Ontario Public School Manual: *History.*

Geography

(7) *The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and of its relation to life thereon, and to assist then in interpreting and utilizing their physical environment in accordance with their needs.*

The course includes the following topics:

Introductory: The relation of geography to other subjects, especially to Nature Study, History, and Elementary Science.

Methods: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views, sand-table, scrap-book, modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of the reference library, books of travel, geography readers, etc.; common mistakes in teaching

geography and means of avoiding them; special importance of the preparation of the lesson by the teacher owing to the mass of details; the proper and systematic use of the Geography Reader for Form III.

The review of the course should emphasize the following with concurrent methodology; the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Book of Reference:—

Ontario Public School Manual: *Geography.*

Nature Study

(8) *The special object of the course in Nature Study is to prepare the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them, and to broaden and deepen their interest in Nature.*

The course includes the following topics:—

Introductory: The relation of nature study to formal science; its correlation with other subjects.

Methods: Nature study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public and separate schools.

Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Book of Reference:—

Ontario Public School Manual: *Nature Study.*

Arithmetic

(9) *The special object of the course in Arithmetic is to prepare the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculation.*

The course includes the following topics:—

Introductory: The relation of arithmetic to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the methodology of the elementary work and the requirements of teachers engaged in Rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting, measuring with standard units; numbers, from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions, how and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Book of Reference:—

Ontario Public School Manual: *Arithmetic.*

Writing

(10) *The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with his pupils.*

The course includes the following topics:—

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination. how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the teacher should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Writing.*

Art

(11) *The special object in the course in Art is to give the teacher-in-training such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.*

The following recommended division of the 15 hours to be devoted to Art sets forth the details of the special academic course with the concurrent Methodology:

1. *Lecture by Instructor*: Scope of Art. Correlations.

2. *Plant Study*:

Class—Grass in charcoal or pencil mass.
" —Spray of flowers in coloured crayons.
" —Single leaf in different positions—pencil outline.

3. Flower with stem and leaves—water colours. Flower with stem and leaves—pencil outline. Suggestions by instructor for other ways of handling flowers, as ink mass, neutral values (black, gray and white of paper), and pencil outlines with coloured washes.

4. *Tree Study*: Rapid blackboard illustrations and explanations by instructor concerning proportions, branching and summer and winter appearance of trees.

Class—Tree in charcoal.
" —Tree in ink mass.
" —Tree in pencil outline.
Criticism of work.

5. *Landscape*: Explanations on blackboard by instructor showing (1) rectangle with line representing horizon; (2) rectangle showing line or lines representing a hill or hills above horizon; (3) showing the placing of a single tree.

Class—Landscape with trees—charcoal.
" —Landscape with trees—ink.

6. *Landscape*: Demonstration by instructor on sheet of paper at front of room, showing landscape in water colours, with sky, meadow, and distant trees.

Class—water colour landscape.
Demonstration by instructor—crayon landscape.
Class—Crayon landscape.

7. *Review* of work already taken, classifying subjects and mediums according to grades.

8. *Illustration*: Suitable subjects and mediums for different grades suggested by instructor.

Class—Game suitable for primary classes—charcoal.
" —Nursery rhyme, junior grades—brush and ink.

9. *Pose Drawing*:

Class—Ink mass (3 sketches with rapid criticisms).
" —Blocking in with pencil (3 sketches and criticism).
" —Pencil outline (1 sketch).
Brief explanations and rapid blackboard illustrations by instructor.

10. *Illustration for Senior Grades*: Suggestions and explanations by instructor.

Class (1) Pencil outline with suitable title lettered underneath, using a pose already taken and composing the drawing within a rectangle.
(2) Illustration of suitable verse, using similar arrangement to first—pencil outline.

11. *Colour Study*: Neutral values. Colour harmonies and the graying of colours. Explanations by instructor. Class to take notes.

Class—Finishing of outline illustrations made in last lesson with flat washes, one in neutral values, one in grayer colours. All shapes when dry to be outlined with black.

12. *Object Drawing* : Explanation by instructor concerning mediums and suitable objects for primary, junior and senior grades.

Class 1. Mass drawing of objects from memory after study of object—using ink.
2. Foreshortening of circle and cylindrical objects in pencil outline.
3. Pencil drawing of objects from the model, showing light and shade.

13. *Freehand Perspective* : Principles of Parallel and Angular Perspective. Blackboard demonstration by instructor.

Class 1. Rectangular object in Parallel Perspective—pencil.
Class 2. Rectangular object in Angular Perspective—pencil.

14. *Design*: Single units. Repetition in borders and surface patterns. Blackboard demonstration by instructor.

Class (1) Border in pencil or coloured crayons.

(2) Surface pattern—pencil outline.

Suggestions by instructor for application of single units, borders, and surface patterns to cards, book covers, and other constructed objects.

15. *Review*: Classifying work and mediums according to grades.

Blackboard Drawing should be illustrated each day by work of instructor. A few members of the class should work out the problems in chalk and charcoal on the blackboard while the remainder of the class use other mediums at their seats.

NOTE.—The foregoing course assumes the completion of the Lower School course of the High Schools, and is intended chiefly to be suggestive and directive.

The teacher's outfit may be as elaborate as he wishes, but for all work before a class he should use the same outfit as the class:

1. Paint box containing blue, red, yellow and black, 25 cents.

2. Drawing pencil "B" or "BB" or "3B," according to make, 10 cents or 15 cents. The ordinary school pencil is the only other lead pencil required.

3. Soft charcoal, a box containing 50 sticks, 15 cents.

4. Coloured crayons (crayograph or crayola), a box, 10 cents.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Art.*

Vocal Music

(12) *The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.*

The following suggested division of the 10 hours to be devoted to vocal music sets forth the details of the special academic course with the concurrent methodology:

1. *Tune*: Introduction of the tones of the Tonic Chord, Doh, Me and Soh.

   Time: Introduction of the Pulse, or beat, as the unit of measurement in Time. Develop the regular recurrence of pulsations, their varied accents and consequent grouping into Measures of two, three and four pulses each.

2. *Tune*: Review of first lesson with introduction of the octaves of the tones Doh, Me and Soh.

   Time: Introduction of Continued-tones with practice of exercises containing examples of tones of two, three and four pulses in length.

Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "Little Eyes," "Hear the Merry Church Bells."

3. *Tune*: Modulator Drill on tones already studied.
Introduction of the tones Te and Ray with their octaves.
Time: Singing exercises containing the new tones in combination with the elements of Time already studied.
Songs: Introduce songs combining Te and Ray with the tones of the Tonic Chord. Examples: "Cheeks of Rose," "Milkweed."

4. *Tune*: Modulator Drill with intervals slightly increased in difficulty.
Time: Introduction of Six-Pulse Measure.
Songs: Introduce songs in Six-Pulse Measure containing all tones previously studied. Examples: "There Cometh a Dove," "May Day."

5. *Tune*: Modulator Drill. Introduction of the tones Fah and Lah, thus completing the Major Scale.
Time: Introduction and explanation of Time-Names Taa and Aa. Introduction of the Divided Pulse with new Time-Name Taatai.
Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "The Raindrops' Ride," "Morning Hymn," "Sweet the Quiet Evening."

6. *Tune*: Modulator Drill, occupying about five minutes.
The greater part of the lesson period should now be devoted to a practical application of all previous lessons to the study of more advanced songs in contrasting measures and rhythms. Examples: "Little Boy Blue," "Bye-lo-land."

7. *Tune*: Modulator Drill, including leaps to any tone of the Major Scale.
Time: Introduction of Half-pulse Continuations with Time-Name Taaaatai.
Songs: Examples: "Ring Out the Bells," "Home, Sweet Home.

8. Five minutes' Modulator Drill, followed by the study of songs of a more advanced character. These should first be analyzed as to the number of beats contained in a measure, the various time values of the notes, and the intervals likely to cause difficulty in singing. These should be made the subject of a short modulator drill as they are discovered. Examples: "White Caps," "March," "Spring Voices," "Easter Hymn."

9. *Tune*: Five minutes' Modulator Drill.
Time: Introduction of the Silent Pulse with its time-name *Saa.*
Songs: *Examples*: "Easter Hymn," "Good-bye to Summer," "Lightly Row," "The Land of Nod."

10. *Tune*: Five minutes' Modulator Drill.

Time: Introduction of the division of the pulse into Quarters, with the time-name Tafatefe.

Songs: Examples: "Our Flag," "The Maple Leaf," "Merrily the Cuckoo."

Notes.—1. The lessons provided for above are for special instruction. From time to time additional practice should be given for a few minutes between class periods. It will be found of much benefit at the commencement of each lesson to give a few minutes' drill in singing sustained tones to the various vowels.

2. Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

BOOOKS OF REFERENCE:—

Cringan: *The Educational Music Course.*

Curwen: *The Teacher's Manual.*

Hygiene

(13) *The object of the course in Hygiene is to train the teacher-in-training in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.*

The course includes the following topics:—

School Hygiene: School sanitation: common facts of bacteriology; general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sun-stroke and heat-strokes, burns; bandaging.

Physical Culture

(14) *The special object of the course in Physical Culture is to prepare the teacher-in-training to provide properly for the physical training of his pupils. With hygiene (school and personal) as a basis, it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.*

The course includes the following topics:—

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; methods of raising, swinging, rotation, circling, flexion and tension.

Neck and Trunk Exercises: Flexion extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled direction.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

BOOK OF REFERENCE:—

The Syllabus of Physical Exercises for Public Elementary Schools.

Manners

(15) *The special object of the course is to enable the teacher-in-training to train his pupils in those social rules of conduct that are the outgrowth of regard for the rights, the feelings and the convenience of others.*

The value of politeness in social and business relations; the correlation of manners and morals; their elementary principles.

EXAMINATIONS

17.—(1) (*a*) The final standing of the teacher-in-training in Groups I and II enumerated below shall be determined on the combined results of his Sesssional Records, and a final examination, based upon the courses as laid down in this syllabus, to be held immediately after the close of the course of instruction.

(*b*) The Sessional Records shall consist of estimates of the class tests, practical work, and home exercises in each subject.

(*c*) The final examination papers in Group I shall be prepared by the Department and in Group II by the staff of each school. The answer papers shall be read by the staffs and the results settled by the Department.

(*d*) The examination in the subjects of Groups I and II enumerated below shall deal exclusively with the professional side of the subjects.

(*e*) At the examinations in the subjects of Group I, enumerated below, there shall be one paper in Grammar and Composition, and one paper in each of the other subjects, and the maximum marks for each paper shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examinations.

Group I.—The Science of Education, School Management, Grammar and Composition, Literature, Geography, History, Arithmetic.

(*f*) At the examination in the subjects of Group II, enumerated below, there shall be one paper in Reading and Spelling, and one paper in each of the other subjects, and the marks for each paper shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examination.

Group II.—Writing, Reading and Spelling, Hygiene, Nature Study, Art, Physical Culture, Vocal Music.

(2) The final standing in Observation and Practice-teaching of the teacher-in-trainig shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially for the last ten lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

CERTIFICATES

18.—(1) A teacher-in-training who at the final examination obtains fifty per cent. of the marks in each paper of Groups I and II, and sixty per cent. of the marks obtainable for Observation and Practice-teaching respectively, may on the recommendation of the staff be awarded a Limited Third Class certificate valid for five years in the schools and under the conditions specified below.

(2) A teacher-in-training who fails at the final examination in not more than four subjects of Groups I and II, but who passes in Observation and Practice-teaching respectively, and makes 45 per cent. of the marks in each paper of Groups I and II, may, on the recommendation of the staff, be granted a District certificate valid for two years as provided in Section 2 (1) (*d*) of Cir. 30½. Not later than two years after obtaining a District certificate, he may obtain a Limited Third Class certificate without attending a second session, by passing in the papers in which he has failed. All other candidates who fail shall attend a second session.

Renewal of Certificates

(3) The holder of a Professional Third Class certificate, or a District certificate obtained prior to 1908 after attendance at a Model School, who is actually and regularly engaged in teaching, and who passes in Groups I and II, of the final examinations of an Autumn Model School or of the Second Professional Course of a Summer Model School may, on the recommendation of the inspector under whom he last taught, be granted a Limited Third Class certificate valid, as provided by section 1 (6) of Circular 30½, for five years from the date of issue. For such candidate each paper in Groups I and II, shall be valued at one hundred marks, and the pass standard shall be fifty per cent. of the marks for each paper.

VALIDITY OF CERTIFICATES

The conditions under which Limited Third Class certificates are valid are set forth in Circular 30½, a copy of which may be obtained on application to the Deputy Minister of Education.